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ABSTRACT

Nearly 590,000 persons are employed in education in Australia, two-thirds of whom are women. One-third of education jobs are part time, and 40% of the work force is over age 45, suggesting that labor shortages may emerge in the next decade. As would be expected, this sector employs more persons with bachelor's and higher degrees than any other industry. In the vocational education and training (VET) sector, demand has been driven by the changing nature of the labor market and increases in government funding. Education placed in the top three industries in terms of employer satisfaction with VET graduates. Employers identified three areas for improvement: content relevance, work ethic, and flexibility in course delivery. Graduates in education felt that their qualification was less well regarded by employers than did other graduates. They were also very unsatisfied with the provision of information on careers and jobs. (An appendix contains seven tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed by occupations in the education field, 1987-96; higher education students and growth rates by state; age profiles of higher education students, 1980-95; overseas higher education students by field of study and sex; higher education students by field of study; and educational attainment of persons in occupations within the industry.) (KC)

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Industry training monograph

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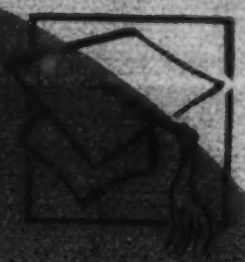

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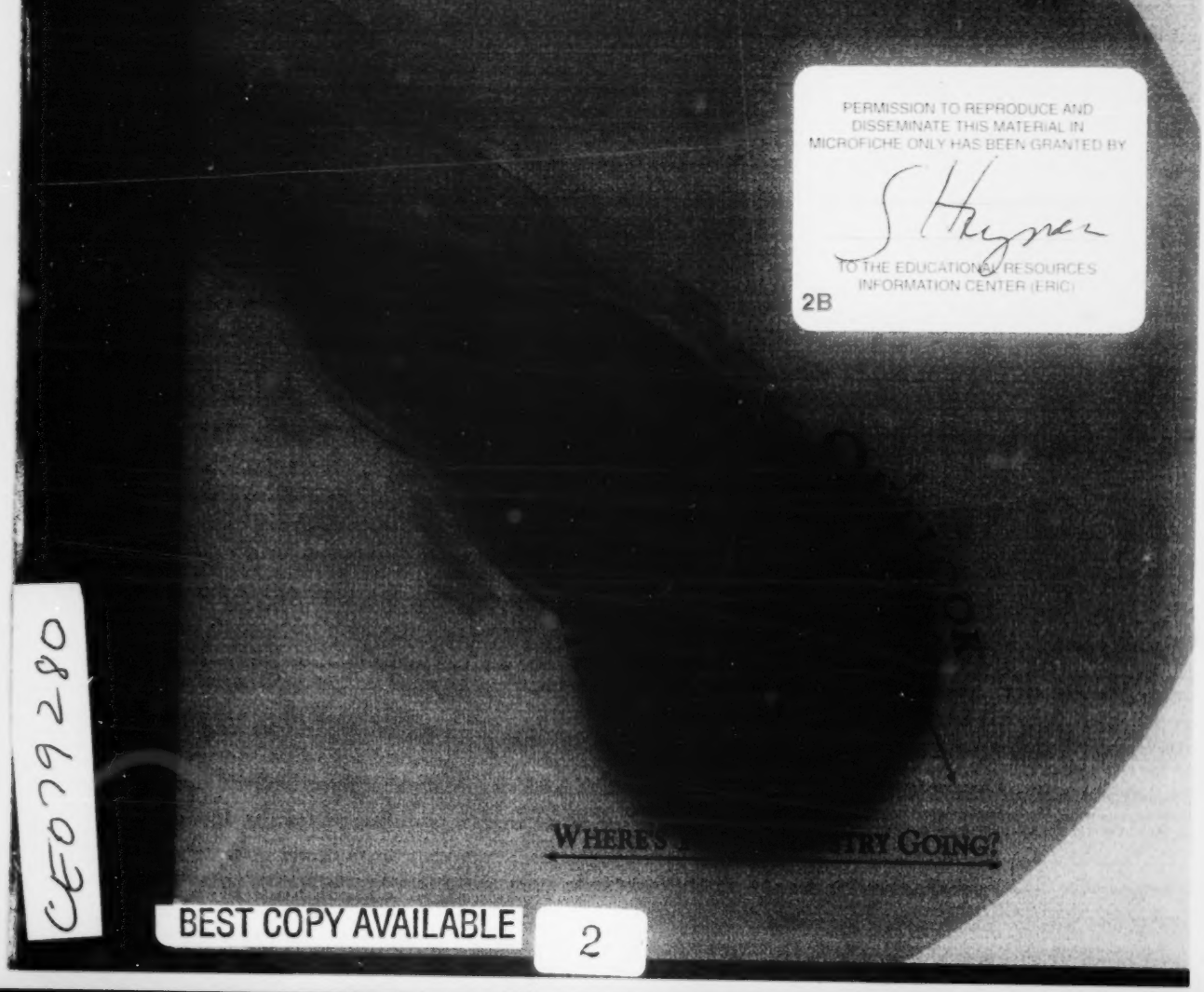

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Industry training monograph

Education

1998

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Preface

THE EDUCATION INDUSTRY training monograph is one of a series of monographs which has been designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The monograph analyses data at the major Australian and New Zealand Standard Industry Classification (ANZSIC) industry division level, given that it is at this level most data are collected and disseminated. The monograph addresses:

- recent employment trends
- recent occupational trends in key skills areas
- current training arrangements, particularly training levels and outputs

The monographs bring together for the first time a range of survey data from the Australian Bureau of Statistics (ABS), together with graduate destination, employer satisfaction with training and other training data compiled for the Australian National Training Authority (ANTA) by the National Centre for Vocational Education Research (NCVER).

I would like to thank Tom Dumbrell for preparing these monographs and I would also like to acknowledge John Ray's contribution to the analysis of employment and occupation data.

NCVER acknowledges ANTA's significant contribution to the cost of this monograph in sponsoring its publication.

I hope that the material in this publication will be of interest to Australia's vocational, education and training (VET) sector. In particular the document is designed for industry decision-makers, policy-makers, teachers and trainers, researchers and students with an interest in VET.

Readers who are interested in more information about training markets or other areas of VET research are referred to the NCVER's research database, VOCED. Printed and diskette versions of VOCED can be obtained from NCVER (ph +61 8 8333 8400) or it can be accessed directly on the world wide web at the following address:

<http://www.ncver.edu.au/voced.htm>

Chris Robinson, National Centre for Vocational Education and Research Ltd

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The education industry in Australia

Overview

THERE ARE NEARLY 590 000 persons employed in the education industry in Australia, making it the sixth largest industry of employment.[1] Its main distinguishing features are its domination by women, who make up two-thirds of all employees, its relatively high level of part-time jobs, making up one-third of all its jobs, and the domination of professional-level jobs in its occupational structure. Professional jobs also account for two-thirds of all jobs in the industry, the highest number and proportion of any industry.

Over the last decade employment in the industry has grown a little more than overall employment levels, driven by a range of factors. In the compulsory schooling years the demand for teachers is a product of the population in this age group, together with changes in average class sizes. Substantial increases in retention rates to the final school year over the last 15 years have driven demand for teachers in the post-compulsory age group.

Table 14.1: Employment ('000s) in education by sub-sector, by gender and type of employment, Australia, November 1997

Industry sub-sector	Males	Females	Full-time	Part-time	Total
Pre-school education	0.3*	16.6	6.8	10.1	17.0
School education	105.1	259.8	246.0	118.9	364.9
Post-school education	69.6	84.2	112.6	41.2	153.7
Other education	19.1	32.0	25.2	26.0	51.2
Total	**194.1**	**392.7**	**390.6**	**196.2**	**586.8**

Note: *Subject to sampling variability too high for most practical uses

Source: Australian Bureau of Statistics (ABS), *Labour force, Australia*, cat.6203.0, November 1997

In the vocational education and training (VET) sector, which incorporates technical and further education (TAFE) and private and community-based providers of VET, demand has been driven both by the changing nature of the Australian labour market and, since 1992, by government increases in the supply of funding for VET places.

[1] ABS, *Labour force, Australia*, cat.6203.0, November 1997

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In the university sector, enrolments have doubled since the early 1980s. This, again, has largely been driven by government policies aimed at increasing the number of university places through increased funding levels, and has occurred in tandem with the rise in final year retention rates, increasing the potential supply of university students. An important feature of increased enrolments in universities over recent years has been the increase in those undertaking higher degrees or other post-initial courses.

Employment in education is more or less distributed according to population, with New South Wales standing out as having a lower ratio of persons employed in education to its population than the other States and Territories. More than half the jobs growth over the last decade in the industry has been of part-time jobs and about 82% of the increase has been in female employment. The industry has an ageing workforce, with more than 40% of its workforce aged over 45, compared with about 30% of the workforce across all industries.

With the highest level of professionally qualified workers and the lowest level of persons without post-school qualifications, the industry is also a moderately significant employer of those with VET qualifications. In the TAFE graduate destination survey for 1997 (GDS), compiled by the National Centre for Vocational Education Research (NCVER), about 5% of all employed graduates who responded to the survey were working in the education industry. Their overall level of satisfaction with their TAFE course was good, although they appeared to be concerned over the availability and quality of equipment provided in TAFE colleges related to their course, and over how well employers accepted their TAFE qualification.

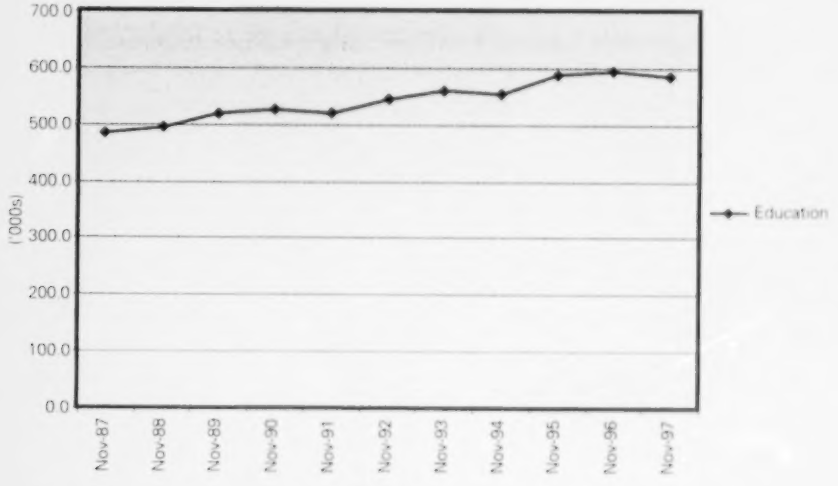
For most TAFE graduates working in education, this was not their first full-time job and the largest group had undertaken their TAFE course to gain extra skills for their job. Only about half of these graduates were working full time.

Employers in education surveyed in the employer satisfaction with VET for 1997 (ESS), also compiled by NCVER, were generally among the employers most satisfied with VET provision. They did, however, identify three areas in particular as being the highest priority for improvement in VET delivery. These were 'relevance of course content', 'graduates' work ethic' and 'flexibility in course delivery'. Interestingly, education industry employers were behind only agriculture in nominating flexible delivery as one of the highest priorities for service delivery improvement.

Employers in education were among those most supportive of training and were among the minority of industries that increased their spending on training between 1993 and 1996.

The following chart shows how employment has grown in the industry since November 1987. The plateau that has existed since 1995 is likely to continue in the short to medium term as governments seek to gain further efficiencies from this industry, which is highly reliant on government funding. Education exports are not likely to show the same strength over the short term as they have in recent years.

Chart 14.1: Employment ('000s) in the education industry, Australia, November 1987 to November 1997 (ABS labour force survey)



Source: ABS, *Labour force, Australia*, cat.6203.0, November 1997

An industry snapshot

Employment in this industry covers those working in all levels and types of education. It includes pre-schools, primary and secondary schools, universities, TAFE colleges and private providers of VET, and adult and community education providers. With 586 800 workers, it is the sixth largest industry in Australia in terms of numbers of persons employed, slightly smaller than the construction industry, and the third largest employer of women.

In 1995–1996 its gross domestic product (GDP) of over $19.5 billion represented 4.6% of total Australian GDP. In 1994–1995 there were about 16 700 separate 'businesses' in the industry according to the Australian Bureau of Statistics (ABS). The majority of these 'businesses', about 9600, were schools. Nearly 74% of these schools were government schools, while just under 18% were Catholic schools.[2] There were 43 higher education institutions in Australia in 1996.

3

A little over 200 000 of the nearly 600 000 workers in the industry are school teachers employed in primary or secondary education. About 64% of these school teachers are females. According to the ABS labour force survey (cat.6203.0), in 1996 there were 13 800 pre-primary teachers, 110 800 primary school teachers, 116 800 secondary school teachers, 7200 special education teachers, 36 700 university teachers, 31 400 TAFE teachers and a further 57 500 'extra-systemic teachers and instructors'. Many of those in this last group would be teachers in private training institutions or trainers employed in workplaces. Detailed 1996 Census tables showing employment by occupation are provided in the appendix.

[2] ABS, *Schools, Australia*, cat.4221.0

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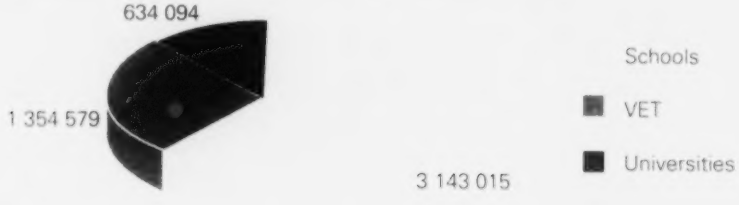
It should be noted that the number of TAFE teachers recorded in the labour force survey or in the Census would understate considerably the actual number, as many TAFE teachers are part-timers who have their main occupation in another industry. As yet there is no collection of data among TAFE and other VET providers, collectively known as the VET sector, that provides specific information on the number of teachers/trainers employed. At the 1996 Census there were 24 241 persons who gave their occupation as vocational education teacher.

As at March 1997 universities employed 77 316 persons of whom about 43% (in full-time equivalent terms [FTE]) were academic staff.[3] Males accounted for about 51% of all university staff (or 53% in FTE terms) and about 60% of university staff were in tenured positions. Staffing declined in universities between 1996 and 1997 by 1.8%, with full-time staff declining by 3.6% and part-time staff increasing by 6.9%. The 1996 Census shows 29 979 persons giving their occupation as university lecturer or tutor.

Student numbers are distributed between the main education sectors as follows:

Chart 14.2: Students in the education sector, Australia, 1996



Source: ABS, *Schools Australia*, cat.4221.0, August 1996; NCVER, *Australian vocational education and training statistics 1996: In detail;* DEETYA, *Selected higher education student statistics, 1996*

The numbers of students in all sectors has been growing over recent years as a result of several factors. Population growth, both natural and through immigration, is the main factor driving increases in compulsory attendance at primary and secondary levels, while various government policies have encouraged retention of students at school beyond the compulsory age.

In Australia, retention rates to the final year of high school have, in round terms, doubled to about 70% since the early 1980s. It is this latter factor that has been largely responsible for lifting the demand for secondary education during the 1980s and 1990s. It seems unlikely that the retention rate in high schools will continue to rise at this rate—in fact, there is recent evidence that it has levelled out. It is therefore likely that demand for secondary teachers *in general* will grow more slowly over the next decade than it has over the last 10–20 years. This is not to say that there will necessarily be fewer jobs for teachers, since turnover rates of teachers have generally increased during times of strong economic growth. Moreover, there are shortages of some types of teachers that are examined later in this monograph.

[3] Department of Employment, Education, Training and Youth Affairs (DEETYA), *Selected higher education staff statistics, 1997*

University student numbers have risen very strongly since the early 1980s. Between 1983 and 1996 university student numbers rose by 82%, from 348 577 to 634 094. A change in data definitions for the 1997 data produced an artificially high growth rate in student numbers for that year to 658 827. Interestingly, while student numbers in most fields of study have risen by around this average growth, numbers in education have actually declined over that period. Strongest percentage growth has occurred in health, business administration, and economics.

Over the last decade the number of students in the VET sector has also risen quite strongly. NCVER data show that clients in VET have risen from 937 175 in 1987 to 1 354 579 in 1996, a rise of 44.5%.[4] At the time of writing, 1997 data had not been finalised. This figure overstates the actual increase because prior to 1995 only TAFE students were included in this data series.

Increasingly, Australian governments are adopting policies in education that place more competitive pressures on both the VET sector and on universities to increase their efficiency. These policies are likely to see employment growth in the industry constrained over the next few years. An important strategy for educational institutions in addressing this demand for increased efficiency has been the growth in education exports. This means both the entry into Australia of foreign students to pay for education delivered in Australia and the increasing practice of Australian educational institutions, public and private, to establish outposts in foreign countries, especially in Asia. In 1997 education exports represented close to 12% of all Australian exports of services. Services made up about 23% of total exports of goods and services.

Funding arrangements in education have changed over recent years, especially in higher education and VET. In higher education, fees and charges and repayment of charges under the Higher Education Contribution Scheme (HECS) now contribute more than 24% of universities' revenue, while Commonwealth grants contribute 57%. In 1983 Commonwealth grants accounted for 90% of universities' revenue and fees and charges contributed about 3%.[5]

In the VET sector the Commonwealth has assumed joint responsibility for funding with the States and Territories since the creation of the Australian National Training Authority (ANTA) in 1993. This allowed expansion of the VET system through the allocation of Commonwealth 'growth funds', while States and Territories maintained their level of spending. With the cessation of growth funding by the Commonwealth in 1997, further growth in the system will be the product of either increased State/Territory funding or increased efficiencies.

Most States and Territories are pursuing efficiencies through the implementation of user choice principles, which aim to place more buying power in the hands of students and their employers. Since most students in VET are not employed in their desired industry or occupation, the application of the principle across all VET is problematic.

[4] NCVER, *Australian vocational education and training statistics 1996: In detail*
[5] Industry Commission, Submission to the Review of Higher Education, Financing and Policy

Employment levels in the education industry grew by more than 20% between 1987 and 1997, slightly more than the overall rate of employment growth of 18.6%. Employment growth in the main occupations over the last decade is examined in a later section of this monograph.

Employment characteristics of the industry

As shown below in table 14.2, most jobs in the industry are located in New South Wales and Victoria, in line generally with the distribution of population. In every State and Territory females outnumber males in this industry.

Table 14.2: Employment ('000s) in education by State/Territory 1995

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT
Males	60.9	50.4	34.9	17.4	19.8	6.3	1.8*	4.9
Females	125.8	97.9	77.3	32.6	41.3	10.8	5.4	8.6
Total	**186.7**	**148.4**	**112.2**	**50.1**	**61.1**	**17.2**	**7.2**	**13.5**

Note: *Subject to sampling variability too high for most practical uses
Some totals are not the sum of components due to rounding

Source: ABS, *Labour force, Australia*, cat.6204.0, 1995

Table 14.3 below shows that employment in the industry is distributed in line with population, although New South Wales alone has a noticeably lower proportion of its workforce in education than its share of population would indicate. In part, this probably reflects a slightly lower share of the population under 20 than elsewhere in Australia.

Table 14.3: Share of employment in education by State, by share of total jobs, Australia, 1995

State	Education %	% employed in all industries
NSW	31.3	33.5
Vic	24.9	25.0
Qld	18.8	18.3
SA	8.4	8.0
WA	10.2	10.1
Tas	2.9	2.4
NT	1.2	1.0
ACT	2.3	2.0
Total	**100.0**	**100.0**

Source: ABS, *Labour force, Australia*, cat.6204.0, 1995

The workforce in education is noticeably older than the workforce in general. More than 40% of those employed in education are aged 45 or more, compared with fewer than 32% in this age group in the whole workforce. Almost 73% of the workforce in education is aged 35 or more compared with only 56.5% of the total workforce. This implies that attrition from the industry through age-based retirement will be a significant issue in the industry over the next decade and more.

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The following table shows the percentage distribution of workers in the industry compared with the whole workforce.

Table 14.4: Age distribution of education workers and all employed, Australia, November 1997

	Age group						Total
	15–19	20–24	25–34	35–44	45–54	55+	
Education %	1.3	5.6	20.2	32.8	30.0	10.1	100.0
All–industry %	6.9	11.5	25.2	25.6	21.1	9.8	100.0

Source: ABS, *Labour force, Australia*, cat.6203.0, November 1997

Education is one of five industry divisions in Australia in which women make up a majority of employees. In November 1997 women accounted for nearly 67% of all employees in this industry, making education the second most feminised industry in Australia, behind health and community services. In 1987 women made up about 63.8% of all education industry workers. Education is the third largest employing industry for females, but is much less significant in numbers than health and community services, and retailing.

Of the 100 000 additional workers in the industry since 1987, about 82 000 were women. Just over half of the additional 100 000 jobs created were part-time positions.

Part-time jobs now represent about 33% of all jobs in the industry, a higher proportion than applies across the whole workforce of just under 26%. The industry employs a relatively low proportion of persons born overseas. They make up only 21.7% of the education workforce, compared with 24% of the total workforce.

- All areas of education have seen strong growth in the number of students over the last decade.
- Employment in education has grown only marginally faster than employment overall.
- More than half the jobs growth over the last decade in the industry has been of part-time jobs and about 82% of the increase has been in female employment.
- Education is the second most feminised industry in Australia, with about 67% of the industry's workers females.
- Education has an old workforce and could face age-based attrition problems over the next decade.

Occupational composition

The occupational profile of the education industry is quite distinct and quite different from the profile of the overall workforce, as is shown in the following table. About two-thirds of the workforce in education is comprised of professionals, largely teachers of course. The only other occupational group of any significance in the industry is the

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intermediate clerical/sales/service group, which makes up 15% of the industry's jobs. Females fill about 90% of these jobs.

Table 14.5: Occupational profile, education industry and total workforce, Australia, November 1997

Occupation group	Education	Total workforce
	%	%
Managers and administrators	3.8	7.6
Professionals	66.4	17.4
Associate professionals	3.7	10.5
Tradespersons and related	2.3	13.2
Advanced clerical and service	2.9	4.5
Intermediate clerical/sales/service	15.0	17.1
Intermediate production/transport	0.4	9.2
Elementary clerical/sales/service	2.2	10.5
Labourers and related	3.3	10.1
Total	**100.0**	**100.0**

Source: ABS, *Labour force, Australia*, cat.6203.0, November 1997

Education is the major industry of employment of the professionals occupational group across the whole workforce, although it is only the second largest area of professional employment for males, behind the property and business services industry. Females make up 63.5% of the professionals employed in the industry.

Table 14.6: Qualifications of education industry workers, percentage distribution, Australia, May 1997

	Bachelor's degree or higher	Diploma/ associate diploma	Skilled vocational	Basic vocational	Without post-school qualification
Education	53.8	16.0	3.0	5.6	21.3
Total industry	**17.2**	**9.0**	**12.6**	**9.4**	**49.4**

Source: ABS, *Transition from education to work*, cat.6227.0, May 1997

As would be expected, this industry employs more persons with higher degrees, post-graduate diplomas and bachelors degrees than any other industry. It has the lowest proportion of workers without post-school qualifications and a very low proportion of workers with skilled or basic vocational qualifications. So, despite being the industry mainly responsible for the formation of vocational skills, it has not been a significant employer of persons with these qualifications. Detailed tables are provided in the appendix showing the educational attainment of workers in this industry by 4-digit occupation.

Occupational trends and skills shortages

This analysis of changes in the occupational composition of the industry uses the first edition of the Australian Standard Classification of Occupations (ASCO) to allow for a long perspective. Hence the comparison is made for the decade between 1987 and

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1996. After 1996, occupational data are based on the newer second edition ASCO classification.

Table 14.7: Employment changes in education, major occupational groups, Australia, 1987–1996

Occupational group	Number in 1987 '000s	Number in 1996 '000s	% change over decade
Managers and administrators	13.5	21.9	62.2
Professionals	329.4	381.4	15.8
Para-professionals	13.0	16.2	24.6
Tradespersons	10.9	12.0	10.1
Clerks	64.5	95.2	47.6
Sales and personal service	10.4	22.1	112.5
Plant operators, drivers	1.7*	2.2*	29.4*
Labourers	35.1	25.5	–24.4
Total	**478.6**	**576.5**	**20.5**

Note: *Subject to sampling variability too high for most practical uses

Source: ABS, *Labour force, Australia*, cat.6203.0, 1987–1996

At the broad occupational group level, the most growth over the period occurred in the professional area. However, in percentage terms, the clerical and sales/service areas grew faster.

At the detailed occupational level, there were some significant changes in employment over the period 1987 to 1996.

Over the period the main employment changes did not occur in the minor occupational category of school teacher, with the total in that category growing by only about 1%. Much stronger growth, 46%, occurred in the other teachers and instructors category, growing by 30 800. Other minor occupational groups in education to show significant growth were numerical clerks (up 10 000), personal service workers (up 9700) and data processing operators (up 7200).

Table 14.8 shows the occupations (that is, at the detailed occupational level) that showed both the most growth and the greatest decline over the decade.

Despite the relatively low proportion of workers in the education industry with vocational qualifications, 26% of the employers in the industry, when surveyed in the 1997 ESS, said there were insufficient VET graduates to meet their needs. Clerical workers were most commonly identified as being in shortage, followed by sales and personal service workers and professionals.

As noted earlier in this monograph, there is the possibility that shortages of teachers will emerge more widely over the next decade. While there are currently, in some States, shortages in some subject specialisations in some geographical regions, the age and sex structure of the occupation indicates that high rates of age-related attrition will exacerbate this situation in the medium term. As shown earlier, about 40% of those working in this industry are aged 45 or more and nearly three-quarters of the industry's workforce are aged over 35.

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Table 14.8: Changes in employment, selected occupations, education industry, Australia, 1987–1996

Occupation	Change 1987–1996 ('000s)	Change 1987–1996 %
Education managers	6.1	73
Primary school teachers	4.7	4
Secondary school teachers	–1.7	–1
University teachers	12.2	52
TAFE teachers	5.8	24
Extra-systemic teachers and instructors	12.8	69
Personnel specialists	3.2	800
Office secretaries etc.	5.0	42
Data processing operators	7.4	336
Accounting clerks	10.1	198
Receptionists, info. clerks	6.1	254
Other clerks	–4.3	–61
Childcare and related workers	9.0	123
Cleaners	–9.7	–43

Note: See full table in the appendix

Source: ABS, *Labour force, Australia*, cat.6203.0, 1987–1996

Hours of work and earnings

Education is one of only two industries in Australia in which females outnumber males in full-time employment, the other being health and community services. Table 14.9 below shows the break up of the industry by sex and full-time/part-time workers as at November 1997.

Table 14.9: Education industry employment, by sex and hours worked, Australia, November 1997

	Full-time ('000s)		Part-time ('000s)		Total ('000s)	
	No.	%	No.	%	No.	%
Males	162.5	41.6	31.6	16.1	194.1	33.1
Females	228.1	58.4	164.6	83.9	392.7	66.9
Total	**390.6**	**100.0**	**196.2**	**100.0**	**586.8**	**100.0**

Source: ABS, *Labour force Australia*, cat.6203.0, 1997

About one third (33.4%) of employment in the industry is part time, somewhat above the overall figure for all employment in Australia, which is 25.8%.

Average weekly earnings in education in May 1996 were, for full-time non-managerial workers, $739.40, more than 8% above the all-industry average. This made workers in this category the fifth highest of the 17 industry divisions. Considering the high levels of qualifications in the industry, this is a relatively low outcome in terms of payment for skills.

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As with all industries, females earned less than males in equivalent wage and salary categories. Full-time non-managerial females in education earned about 89% of the equivalent male category ($703 versus $787), while the comparable figures for workers classified as managerial were females, $1018.70 and males, $1108.30. Overall managerial earnings, at $1072.10, were again the fifth highest of the 17 industry divisions.

- Two-thirds of education workers are professionals, the highest level of any industry.
- Education has the lowest level of workers without post-school qualifications.
- The relative age of the education workforce suggests that skill shortages in some market segments might emerge over the next decade.

Training in education

Only about 10% of persons working in the education industry possess vocational qualifications as their highest academic attainment. Nearly a quarter of these are working in teaching jobs, many of which would now increasingly require at least a bachelors degree, teaching diploma or higher. Therefore, the education industry is much less reliant on the VET sector for its skills formation than other industries, although it is a significant source of jobs for TAFE graduates. Resources allocated by ANTA for government-funded VET are defined under a number of industry training areas. Education is grouped with community services and health in this allocation, the combined area receiving, in 1996, an estimated 9.3% of total government VET funding.

This level of funding meant that about 32 hours per employee were allocated in the combined industries (education, together with health and community services) compared with an average of 27 hours across all training areas. In reality, it is unlikely that much of this funding would have gone to training in specifically educational areas. While some of those employed in the industry would have undertaken VET courses for carers and aides, it is rather more likely that many of the non-teaching staff in this industry would have undertaken a business/clerical VET course. About 7600 workers in clerical jobs do hold VET qualifications, although they represent only about half the clerical workers in the industry.

It goes without saying that most government support for this industry's skill needs is directed through the university sector.

Data collected from VET institutions for the national VET statistical collection do show the number of students enrolled in both the education field of study and the discipline group of the same name. The field of study data do not necessarily indicate students likely to enter the education industry—many would be undertaking basic

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education courses as a precursor to further study or entry to the labour market. The discipline group data show that about 1.2% of all module enrolments were in the education discipline group.

Employer satisfaction with VET

In the 1997 ESS, there were 138 employers surveyed who were defined as being in the education industry.

Mean satisfaction ratings with VET across all industries ranged between 5.7 and 7 out of a possible 10. The education industry recorded a mean satisfaction level of 7, placing it among the top three industries in terms of overall satisfaction with VET. Overall satisfaction with TAFE was marginally lower at 6.9, but still placed it among the top three industries.

There was a wide range of responses across the States in the level of satisfaction, with a high of 8 in the Northern Territory down to a low of 6.2 in Tasmania.

In the ESS, employers were also asked to identify the areas in which the VET sector needed to improve its service. Employers in education identified three areas in particular as being the highest priority for improvement. These were 'relevance of course content', 'graduates' work ethic' and 'flexibility in course delivery'. Interestingly, education industry employers were behind only agriculture in nominating flexible delivery as one of the highest priorities for service delivery improvement.

VET graduates in education

The 1997 TAFE GDS received responses from 2144 graduates employed in the education industry at the time of the survey. This represented 5% of all employed graduates, about the same as the 5.1% employed in the industry at the 1995 survey. A high proportion of TAFE graduates, 9.3%, entered the education industry in Queensland, while New South Wales accounted for the largest number of TAFE graduates working in education.

Graduates employed in the education industry gave a middle-range level of satisfaction with their TAFE course, with 48.6% rating their course as 'highly relevant' to their employment.

Graduates were asked to rate, on a 10-point scale, a number of aspects of their course. The following analysis compares the proportion of graduates working in education giving a rating of 7 or better on the 10-point scale compared with all graduates.

While TAFE graduates working in education generally gave close to average or above-average ratings, there are four results from the analysis below that warrant further comment. Responding graduates clearly felt that their qualification was less well regarded by employers than did all graduates in the survey. As well, they were less satisfied than most with both the quality and availability of equipment provided in TAFE colleges related to their course.

Table 14.10: Rating of course by graduates employed in education and all graduates

Issue	Education	All employed graduates
Instructors' knowledge	84.0	85.2
Course content reflects industry practice	75.3	72.2
Presentation of material	75.1	73.2
Quality of equipment	59.1	62.2
Sufficient equipment	58.0	60.0
Info on choosing course	60.3	58.6
Info on careers/jobs	37.1	41.1
Usefulness for job prospects	66.4	71.8
Qualification well regarded by employers	60.3	64.9
Balance instruction and practice	70.8	69.8
Assessment method understood	81.6	78.5
Time/venue convenience	78.8	75.3
Overall course quality	84.1	84.1

Source: NCVER, 1997 TAFE graduate destination survey, unpublished data

As with all graduates, those working in education were clearly unhappy with the provision of information on careers and jobs. In fact, their level of satisfaction was noticeably lower than the very low average rating on this item. As noted in other monographs in this series, there appears to be no clearer finding from this survey than that there is an urgent requirement to review the provision of career information to TAFE students. Probably, based on the depth of dissatisfaction among TAFE graduates, there is a need for such a review to encompass all students.

Employment outcomes

When the 1997 TAFE GDS was conducted, 2144 TAFE graduates who replied to the survey were working in the education industry. This outcome places education in the top half of industries, in terms of significance for employment of TAFE graduates. It is likely that many of these graduates would be working in pre-schools supporting pre-school teachers.

Graduates entering the industry in 1997 most commonly held:

- a certificate (other) – 563
- an associate diploma – 308
- an Australian Qualification Framework (AQF) certificate IV – 287
- AQF certificate III – 282
- AQF certificate II – 278

Graduates working in education who had been employed during their final semester were less likely than most graduates to have received some form of financial support from their employer. About 41% of graduates employed in education received financial support during their final semester compared with about 51% of all employed graduates, mostly in the form of paid fees or paid time off work.

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Just under half, 48.4%, of those working in education were employed full time and for most of these it was not their first full-time job. The data show that 46.8% were working part time, the discrepancy arising because not all respondents provided details of their working hours.

Graduates were asked to identify the main reasons for undertaking their course of study and to what extent their goals had been achieved. The following table summarises the responses to these questions.

Table 14.11: TAFE graduates working in education—main reasons for doing course and achievement of aim

Reason and number	Fully achieved (%)	Partly achieved (%)
Get a job (417)	65.7	19.9
Try for different career (337)	52.5	16.3
Get better job/promotion (266)	47.7	20.3
Requirement of job (177)	80.2	9.6
Get extra skills (540)	78.0	15.4
Personal interest (316)	85.4	10.8

Source: NCVER, 1997 TAFE graduate destination survey, unpublished data

Average full-time weekly earnings of graduates in the industry were $637, among the higher income group for all graduates. Male graduates' full-time weekly earnings were $698, while females' were $596. This gap between male and female graduate earnings, with female graduates earning around 85% of male graduates' earnings, was about in the middle range of income gaps. Interestingly, this was a wider gap in earnings than between all full-time males and females in the education industry, where females earned over 89% of the average male rate.

Employer support for training

Employers in the education industry, perhaps predictably, have an above-average commitment to training which against the trend, has risen over the last four years.

In 1996 the ABS conducted the employer training expenditure survey (cat.6353.0), a survey of structured training provided by employers in the September quarter of that year. A similar survey was undertaken three years previously. Employers in education in the 1996 survey spent $222 per employee on structured training, well above the all-industry average of $185. In the 1993 survey their expenditure was $180 per employee, representing an increase over the three years of more than 23%. This went against the broad trend of reducing training expenditure that occurred over this period, with all industries reducing their spending by about 3%.

The 1996 level of training expenditure represented just over 3% of gross wages and salaries in the education industry, compared with the across-the-board level of 2.54%. The industry provided 5.87 hours of training per employee, well above the all-industry figure of 4.91 hours. As with the increase in training expenditure per employee over the three years, this increase in training hours also represented a substantial increase in training commitment of 29%.

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The proportion of gross wages and salaries allocated to training in education also rose over the three years against the overall trend to reduce spending as a proportion of total wages and salaries.

The 1997 ABS employer training practices survey (cat.6356.0) looked at employer provision of both structured and unstructured training over the previous 12 months. It indicated that employers generally, including those in education, had increased their training expenditure over the previous year, with 30% of education employers compared with 18% of all employers having increased their provision of structured training.

- Education sector employers appear to have an above-average commitment to training their own workforce.
- Employers and graduates working in the industry are generally well satisfied with VET provision. However, graduates are concerned over the availability and quality of equipment provided in colleges, the acceptance by employers of their TAFE qualifications and the provision of information on careers and jobs.

Some training issues in education

- The main training issues in this industry appear to be the possibility of the emergence of some skills shortages in the teaching workforce over the next decade, as a result of age-related retirement and the relatively old age of the current workforce. This issue is, however, one to be addressed through the university sector, rather than through VET.
- Does the VET sector have a larger role to play in the provision of skills to teachers, especially in the light of the growth in vocational education programs in schools?
- What steps can be taken by the VET sector to improve the quality and availability of equipment provided for students undertaking courses leading to employment in the industry?
- How can the provision of information on jobs and careers be improved to ensure students make the best informed decisions on choice of course?
- What role should VET play in addressing the skills shortages identified by some employers of VET skills in the clerical and sales/service occupations?
- There does not appear to be a national industry training advisory body (ITAB) that specifically represents the interests of employers in the education industry.

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Appendix

The following table is extracted from the ANTA resource allocations for 1997 document, available at their website. It shows the planned allocations of government-funded training between the ANTA-defined 'training areas' in terms of 'annual hours curriculum' (AHC).

Table A14.1: Key national shifts in activity between 1996 revised estimates and 1997 projected activity (AHC '000s)

Industry training area	1996 revised	1997 projected	Total increase	Total increase as % of 1996 revised	% of overall increase
Category A					
Arts, Entert, Sports and Rec	11 408	11 928	520	4.6	5.5
Automotive	8 221	8 576	355	4.3	3.7
Building and Construction	18 785	19 009	224	1.2	2.4
Comm Services, Health and Ed	20 910	22 382	1 471	7.0	15.5
Finance, Banking and Insurance	3 420	3 468	48	1.4	0.5
Food Processing	2 454	2 851	396	16.1	4.2
TCF and Furnishings	5 714	5 813	100	1.7	1.0
Communications	1 883	1 963	80	4.3	0.8
Engineering and Mining	15 654	16 607	952	6.1	10.0
Primary Industry	11 874	12 217	343	2.9	3.6
Process Manufacturing	397	479	82	20.6	0.9
Sales and Personal Service	6 527	6 752	225	3.4	2.4
Tourism and Hospitality	16 707	18 151	1 444	8.6	15.2
Transport and Storage	1 686	1 851	164	9.8	1.7
Utilities	11 898	12 145	247	2.1	2.6
Category B					
Business and Clerical	42 412	43 117	705	1.7	7.4
Computing	11 969	12 641	672	5.6	7.1
Science, Technical and Other	6 727	6 870	143	2.1	1.5
Category C					
Gen Education and Training	40 046	41 212	1 166	2.9	12.3
Unallocated	622	779	157	25.2	1.6
Total	**239 316**	**248 810**	**9 494**	**4.0**	**100.0**

Note: TCF – textiles, clothing and footwear

Source: Publications, *ANTA Resource Allocations 1997*, <www.anta.gov.au>

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Table A14.2: Employed persons by occupation in the education industry, 1987 and 1996

Occupation (ASCO 4-digit)	1987 ('000s)	1996 ('000s)	Change 1987 to 1996 ('000s)	Change 1987 to 1996 Average annual %
1317 Education managers	8.3	14.4	6.1	6.5
2401 Pre-primary school teachers	10.5	10.3	–0.2	–0.2
2403 Primary school teachers	105.2	109.9	4.7	0.5
2405 Secondary school teachers	116.6	114.9	–1.7	–0.2
2407 Special education teachers	6.2	6.7	0.5	0.9
2501 University and CAE teachers	23.6	35.8	12.2	4.9
2503 TAFE teachers	24.2	30.0	5.8	2.5
2505 Extra–systemic teachers and instructors	18.6	31.4	12.8	6.2
2705 Personnel specialists	0.4	3.6	3.2	28.5
2707 Computing professionals	1.5	4.3	2.8	12.8
2905 Education researchers and related professionals	3.9	5.7	1.8	4.4
2911 Librarians	4.4	4.4	0.0	0.0
3103 Science technical officers and technicians	3.1	4.8	1.7	5.1
3999 Other para-professionals (including ex-service)	4.9	3.6	–1.3	–3.5
5101 Office secretaries and stenographers	11.8	16.8	5.0	4.1
5103 Typists and typist-clerks	6.1	3.9	–2.2	–5.0
5201 Data processing machine operators	2.2	9.6	7.4	18.3
5301 Accounting clerks	5.1	15.2	10.1	13.3
5401 Library and filing clerks	7.0	9.7	2.7	3.8
5601 Receptionists and information clerks	2.4	8.5	6.1	15.5
5903 Teachers' aides	18.7	20.6	1.9	1.1
5999 Other clerks	7.0	2.7	–4.3	–10.3
6601 Childcare refuge and related workers	7.3	16.3	9.0	9.6
8301 Cleaners	22.4	12.7	–9.7	–6.3
Other occupations	57.2	80.7	23.5	4.0
Total all occupations	**478.6**	**576.5**	**97.9**	**2.1**

Note: As estimates of less than 3500 are subject to high statistical error, they are listed against specific occupations only where there was a higher estimate in either 1987 or 1996. Where estimates of less than 3500 were recorded for both 1987 and 1996, they are included in the 'other occupations' category

Source: ABS, Labour force survey, unpublished data

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Table A14.3: Higher education students and growth rates, by State, 1983 to 1996

Year	NSW	Growth %	VIC	Growth %	QLD	Growth %
1985	117 747	5.38	107 494	2.35	53 514	4.31
1986	124 949	6.12	112 281	4.45	56 993	6.50
1987	127 204	1.80	113 314	0.92	58 815	3.20
1988	132 979	4.54	122 005	7.67	62 792	6.76
1989	139 366	4.80	127 807	4.76	66 187	5.41
1990	150 606	8.07	138 142	8.09	77 325	16.83
1991	160 651	6.67	150 276	8.78	85 021	9.95
1992	170 405	6.07	156 055	3.85	90 190	6.08
1993	174 327	2.30	161 992	3.80	93 955	4.17
1994	177 996	2.10	163 854	1.15	97 037	3.28
1995	185 995	4.49	167 528	2.24	100 031	3.09
1996	192 606	3.55	175 050	4.49	108 032	8.00

Year	WA	Growth %	SA	Growth %	TAS	Growth %
1985	35 712	3.32	32 360	1.56	8 371	–0.13
1986	37 545	5.13	33 713	4.18	8 892	6.22
1987	37 425	–0.32	33 041	–1.99	8 242	–7.31
1988	41 712	11.45	35 355	7.00	8 739	6.03
1989	44 479	6.63	36 208	2.41	9 146	4.66
1990	48 474	8.98	39 922	10.26	10 393	13.63
1991	53 571	10.51	43 291	8.44	11 502	10.67
1992	54 733	2.17	43 835	1.26	11 678	1.53
1993	55 460	1.33	44 445	1.39	12 074	3.39
1994	56 401	1.70	45 019	1.29	12 094	0.17
1995	58 294	3.36	46 231	2.69	12 394	2.48
1996	61 354	5.25	47 919	3.65	12 445	0.41

Year	NT	Growth %	ACT	Growth %	Australia	Growth %
1985	1 191	17.34	13 627	1.05	370 016	3.54
1986	1 485	24.69	14 110	3.54	389 968	5.39
1987	1 511	1.75	14 182	0.51	393 734	0.97
1988	2 053	35.87	15 215	7.28	420 850	6.89
1989	2 610	27.13	15 273	0.38	441 076	4.81
1990	3 062	17.32	17 151	12.30	485 075	9.98
1991	3 761	22.83	19 224	12.09	534 538	10.20
1992	4 168	10.82	20 320	5.70	559 365	4.64
1993	4 179	0.26	20 723	1.98	575 617	2.91
1994	4 354	4.19	20 202	–2.51	585 396	1.70
1995	4 824	10.79	20 012	–0.94	604 177	3.21
1996	4 976	3.15	20 005	–0.03	631 025	4.44

Source: DEETYA 1996, *Higher education students, time series tables*

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The following tables A14.4, A14.5 and A14.6, derived from DEETYA's higher education database, are extracted from *Short-term forecasting of the demand for university places*.

Table A14.4: Age profile of higher education students, Australia, 1980 to 1995

Year	Persons –19	Persons 20–24	Persons 26–29	Persons 30+	Age not stated	Total
1980	96 065	99 705	49 481	77 713	6 559	329 523
1981	93 147	102 705	51 386	85 854	3 610	336 702
1982	95 041	103 430	51 390	90 495	1 034	341 390
1983	96 282	106 129	51 174	93 647	1 345	348 577
1984	98 892	107 508	51 862	98 175	936	357 373
1985	103 840	109 333	52 668	103 448	727	370 016
1986	111 363	113 037	54 312	110 547	709	389 968
1987	121 840	113 317	52 339	105 755	483	393 734
1988	134 053	119 795	54 095	112 582	325	420 850
1989	148 423	126 664	53 951	112 038	–	441 076
1990	163 843	141 175	57 600	124 457	–	487 075
1991	171 437	160 271	63 027	139 803	–	534 538
1992	164 613	177 419	66 709	150 624	–	559 365
1993	159 454	189 498	69 068	157 597	–	575 617
1994	161 715	191 225	69 290	161 166	–	583 396
1995	164 680	195 637	75 519	168 341	–	604 177

Note: The classification 'age not stated' only applies before 1989. It is not clear as to how this figure could be distributed among the other classifications

Source: DEETYA 1996, *Higher education students, time series tables*

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Table A14.5: Overseas higher education students by field of study and sex

Year	Agriculture	Architecture	Arts	Business	Education	Engineering	Health	Law	Science	Veterinary science	Non-award	Total
Male												
1988	397	704	811	3 187	290	2 982	649	185	1 950	78	207	11 440
1989	498	756	1 193	4 970	427	3 422	814	237	2 762	84	133	15 296
1990	486	706	1 323	6 036	434	3 167	970	296	3 060	81	286	16 845
1991	560	641	1 607	7 354	493	3 426	1 090	317	3 590	81	279	19 438
1992	566	704	1 894	8 387	542	3 742	1 275	356	3 901	91	399	21 857
1993	520	751	2 044	8 890	575	3 984	1 367	341	4 483	90	476	23 521
1994	507	828	2 313	9 834	546	4 210	1 438	353	4 895	87	544	25 556
1995	490	953	2 411	11 090	733	4 666	1 542	380	4 994	75	616	27 950
Female												
1988	109	226	1 073	2 500	341	369	659	125	1 124	27	214	6 767
1989	150	274	1 769	3 762	630	442	1 176	180	1 607	32	129	10 151
1990	159	254	2 075	4 676	764	450	1 515	227	1 709	30	289	12 148
1991	196	268	2 725	5 904	923	475	1 821	252	2 038	41	327	14 970
1992	210	282	3 122	7 048	1 030	549	2 377	292	2 294	44	385	17 633
1993	242	299	3 261	7 850	1 072	598	2 494	305	2 375	47	507	19 050
1994	225	379	3 647	8 760	1 015	622	2 697	351	2 593	33	563	20 885
1995	225	510	3 976	10 412	1 262	702	3 129	364	2 697	48	669	23 994

Source: DEETYA 1996, *Higher education students, time series tables*

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Table A14.6: Higher education students by field of study

Year	Agriculture	Architecture	Arts	Business	Education	Engineering	Health	Law	Science	Veterinary science	Non-award	Total
1983	6 127	7 784	86 199	62 821	74 314	27 628	19 626	10 391	48 520	1 466	3 701	348 577
1984	6 399	7 905	89 441	65 330	73 551	28 398	20 412	10 157	50 998	1 450	3 332	357 373
1985	6 633	7 988	92 814	68 412	75 050	28 418	23 269	9 945	52 766	1 435	3 286	370 016
1986	6 911	8 133	98 024	73 170	77 157	29 144	26 975	9 969	55 946	1 456	3 083	389 968
1987a	7 061	8 974	95 714	72 688	72 112	30 098	37 328	11 345	51 422	1 458	5 534	393 734
1988	7 603	9 323	101 702	80 700	73 016	31 153	42 894	11 124	56 021	1 494	6 220	421 250
1989	7 656	9 678	101 495	91 592	72 578	33 178	48 196	11 693	60 705	1 526	2 779	441 076
1990	8 559	10 724	109 551	104 825	74 772	36 019	54 498	14 135	67 330	1 534	3 128	485 075
1991	9 876	11 243	121 285	112 666	79 598	40 207	61 875	16 313	75 961	1 612	3 834	534 470
1992	10 491	11 894	125 040	117 104	78 091	43 599	67 181	18 001	80 690	1 682	5 592	559 365
1993	10 988	12 373	127 812	120 526	76 568	45 715	70 763	19 508	83 678	1 718	5 968	575 617
1994	11 426	12 998	132 935	122 315	72 277	47 147	70 885	21 236	86 136	1 690	6 351	585 396
1995	11 850	13 550	139 367	129 177	70 635	48 169	72 137	23 490	88 172	1 674	5 956	604 177
1996	13 059	14 704	146 308	143 583	70 525	48 733	73 262	24 995	91 986	1 658	6 281	635 094
1997b	13 137	15 187	164 862	161 048	73 510	50 013	75 161	30 525	103 701	1 639	5 798	694 581

Note: a In 1987 the field of study classification changed. The main effects were the transfer of certain courses for science to health and from business to law, thus reducing science and business enrolments and increasing health and law enrolments

b Data shown for 1997 were compiled in a different way to data for prior years. The 1997 data take into account the coding of combined courses to two fields of study. As a consequence, the total for some broad fields of study show larger increases than would be the case if only one field were to be counted. Counting both fields for combined courses means that the data in the total column for 1997 is less than the sum of the data aggregated across all columns

Source: DEETYA 1996, *Higher education students, time series tables*

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Table A14.7: Educational attainment of employed persons by industry, occupation (3-digit ASCO) and type of post-school qualification at 1996 Census

Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
ASCO code and occupation										
100 Managers and Administrators nfd	708	99	79	63	49	998	75	362	1 435	69.5
110 Generalist Managers nfd	3	0	0	0	0	3	0	0	3	100.0
111 General Managers and Administrators	745	74	51	47	31	948	50	181	1 179	80.4
119 Miscellaneous Generalist Managers	20	13	14	76	6	129	24	80	233	55.4
120 Specialist Managers nfd	165	21	18	10	9	223	11	48	282	79.1
121 Resource Managers	1 483	201	214	132	132	2 162	123	767	3 052	70.8
122 Engineering, Distribution and Process Managers	453	36	63	61	35	648	22	178	848	76.4
123 Sales and Marketing Managers	317	35	23	21	24	420	22	140	582	72.2
129 Miscellaneous Specialist Managers	17 243	2 422	1 212	257	161	21 295	420	1 181	22 896	93.0
131 Farmers and Farm Managers	114	58	40	54	33	299	24	196	519	57.6
200 Professionals nfd	4 962	226	121	48	48	5 405	122	562	6 089	88.8
210 Science, Building and Engineering Professionals nfd	3	0	3	0	0	6	0	0	6	100.0
211 Natural and Physical Science Professionals	3 127	57	60	47	34	3 325	44	203	3 572	93.1
212 Building and Engineering Professionals	659	45	46	45	6	801	27	61	889	90.1
220 Business and Information Professionals nfd	35	3	5	0	3	46	4	18	68	67.6
221 Accountants, Auditors and Corporate Treasurers	954	138	270	16	99	1 477	186	968	2 631	56.1
222 Sales, Marketing and Advertising Professionals	495	66	62	25	60	708	60	350	1 118	63.3
223 Computing Professionals	2 107	112	254	68	100	2 641	103	627	3 371	78.3
229 Miscellaneous Business and Information Profs	5 696	612	651	515	437	7 911	469	2 227	10 607	74.6
230 Health Professionals nfd	3	3	0	0	0	6	0	0	6	100.0

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	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
231 Medical Practitioners	375	6	3	0	3	387	6	5	398	97.2
232 Nursing Professionals	621	479	16	3	37	1 156	91	45	1 292	89.5
238 Miscellaneous Health Professionals	970	110	9	8	9	1 106	35	26	1 167	94.8
240 Education Professionals nfd	1 297	187	47	15	3	1 549	28	51	1 628	95.1
241 School Teachers	159 780	41 677	8 619	537	352	210 965	4 414	6 258	221 637	95.2
242 University and Vocational Education Teachers	41 734	5 711	1 724	1 713	690	51 572	1 366	2 723	55 661	92.7
249 Miscellaneous Education Professionals	12 817	2 440	1 187	562	611	17 617	1 651	6 157	25 425	69.3
250 Social, Arts and Miscellaneous Professionals nfd	9	0	0	0	0	9	0	0	9	100.0
251 Social Welfare Professionals	4 569	335	163	80	84	5 231	174	574	5 979	87.5
252 Miscellaneous Social Professionals	746	22	24	9	25	826	53	153	1 032	80.0
253 Artists and Related Professionals	1 070	246	112	151	70	1 649	139	623	2 411	68.4
254 Miscellaneous Professionals	337	80	52	47	32	548	51	220	819	66.9
300 Associate Professionals nfd	52	4	16	10	26	108	17	98	223	48.4
310 Science/Engineering and Related Assoc Profs nfd	301	61	228	259	61	910	40	132	1 082	84.1
311 Medical and Science Technical Officers	1 110	221	621	326	475	2 753	265	1 356	4 374	62.9
312 Building/Engineering Associate Professionals	199	82	289	451	86	1 107	67	186	1 360	81.4
320 Business and Administrative Assoc Profs nfd	12	0	0	3	4	19	0	17	36	52.8
321 Finance Associate Professionals	184	14	60	14	42	314	36	286	636	49.4
329 Miscellaneous Business/Admin Assoc Profs	3 495	508	747	487	812	6 049	680	4 535	11 264	53.7
330 Managing Supervisors (Sales and Service) nfd	3	0	0	0	0	3	3	0	6	50.0
331 Shop Managers	52	31	17	25	31	156	45	245	446	35.0

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	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
332 Hospitality and Accommodation Managers	129	109	47	360	106	751	195	1 749	2 695	27.9
339 Miscellaneous Mngr. Supervisors (Sales and Service)	308	70	73	86	57	594	71	378	1 043	57.0
340 Health and Welfare Assoc Professionals nfd	0	0	0	0	0	0	0	0	0	0.0
341 Enrolled Nurses	15	34	52	11	58	170	11	22	203	83.7
342 Welfare Associate Professionals	190	40	75	48	46	399	42	149	590	67.6
349 Miscellaneous Health and Welfare Associate Profs	11	14	16	9	17	67	7	14	88	76.1
390 Other Associate Professionals nfd	0	0	0	0	0	0	0	0	0	0.0
391 Police Officers	17	0	5	5	9	36	9	25	70	51.4
399 Miscellaneous Associate Professionals	540	200	904	79	199	1 922	207	1 386	3 515	54.7
400 Tradespersons and Related Workers nfd	27	12	20	139	13	211	22	93	326	64.7
410 Mechanical/Fabrication Engineering Trades nfd	0	0	0	0	0	0	0	0	0	0.0
411 Mechanical Engineering Tradespersons	23	12	27	329	16	407	21	222	650	62.6
412 Fabrication Engineering Tradespersons	6	0	4	51	10	71	12	121	204	34.8
421 Automotive Tradespersons	8	9	5	91	0	113	13	211	337	33.5
431 Electrical and Electronics Trades	143	39	143	513	46	884	75	801	1 760	50.2
440 Construction Tradespersons nfd	0	0	0	0	0	0	3	15	18	0.0
441 Structural Construction Trades	7	5	14	600	21	647	84	606	1 337	48.4
442 Final Finishes Construction Trades	0	4	3	124	4	135	27	182	344	39.2
443 Plumbers	6	3	5	179	7	200	17	148	365	54.8
451 Food Tradespersons	18	20	20	130	27	215	72	639	926	23.2

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	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
460 Skilled Agricultural/Horticultural Workers nfd	0	0	0	0	0	0	0	0	0	0.0
461 Skilled Agricultural Workers	6	5	7	3	4	25	4	15	44	56.8
462 Horticultural Tradespersons	111	74	138	1 120	163	1 606	339	3 361	5 306	30.3
490 Other Tradespersons and Related Workers nfd	0	0	0	0	3	3	0	0	3	100.0
491 Printing Tradespersons	17	11	8	131	12	179	32	190	401	44.6
492 Wood Tradespersons	3	0	0	62	0	65	9	72	146	44.5
493 Hairdressers	3	3	0	27	0	33	3	7	43	76.7
494 Textile, Clothing and Related Trades	4	4	5	6	4	23	9	50	82	28.0
498 Miscellaneous Tradespersons and Related Wkrs	79	29	55	110	47	320	39	226	585	54.7
500 Advanced Clerical and Service Workers nfd	7	0	0	0	0	7	0	4	11	63.6
511 Secretaries and Personal Assistants	681	413	431	124	1 573	3 222	1 570	6 335	11 127	29.0
590 Other Advanced Clerical and Service Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
591 Advanced Numerical Clerks	243	125	175	61	274	878	348	1 990	3 216	27.3
599 Miscellaneous Advanced Clerical and Service Wkrs	64	17	18	16	37	152	26	166	344	44.2
600 Intermediate Clerical, Sales and Service Wkrs nfd	33	13	14	17	35	112	51	264	427	26.2
610 Intermediate Clerical Workers nfd	6	3	3	0	3	15	3	23	41	36.6
611 General Clerks	1 229	331	516	272	1 087	3 435	1 052	7 232	11 719	29.3
612 Keyboard Operators	367	134	195	82	569	1 347	571	2 893	4 811	28.0
613 Receptionists	166	97	122	68	362	815	299	1 879	2 993	27.2
614 Intermediate Numerical Clerks	264	82	198	38	173	755	166	1 375	2 296	32.9
615 Material Record and Despatch Clerks	76	30	54	149	62	371	76	582	1 029	36.1
619 Miscellaneous Intermediate Clerical Workers	973	237	424	142	384	2 160	452	3 204	5 816	37.1

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	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
621 Intermediate Sales and Related Workers	56	40	23	45	63	227	96	829	1 152	19.7
630 Intermediate Service Workers nfd	4	0	0	6	0	10	3	17	30	33.3
631 Carers and Aides	2 633	2 366	1 858	2 027	2 244	11 128	3 417	25 266	39 811	28.0
632 Hospitality Workers	44	11	10	20	27	112	45	590	747	15.0
639 Miscellaneous Intermediate Service Workers	359	136	120	472	126	1 213	308	1 795	3 316	36.6
700 Intermediate Production and Transport Wkrs nfd	0	0	0	6	0	6	0	15	21	28.6
710 Intermediate Plant Operators nfd	0	0	0	9	3	12	0	6	18	66.7
711 Mobile Plant Operators	0	0	0	8	5	13	6	62	81	16.0
712 Intermediate Stationary Plant Operators	3	0	3	22	5	33	5	29	67	49.3
720 Intermediate Machine Operators nfd	4	3	4	17	3	31	9	72	112	27.7
721 Intermediate Textile/Clothing/ Related Mach Ops	0	0	0	3	3	6	4	16	26	23.1
729 Miscellaneous Intermediate Machine Operators	18	8	9	6	5	46	6	33	85	54.1
731 Road and Rail Transport Drivers	36	18	23	169	34	280	92	863	1 235	22.7
790 Other Intermediate Prod'n and T'port Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
791 Intermediate Mining and Construction Workers	3	3	0	6	3	15	0	10	25	60.0
799 Misc Intermediate Prod'n and Transport Wkrs	45	19	19	386	32	501	88	832	1 421	35.3
800 Elementary Clerical, Sales and Service Wkrs nfd	3	0	0	0	3	6	4	15	25	24.0
811 Elementary Clerks	165	58	74	85	187	569	202	1 564	2 335	24.4

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	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
820 Elementary Sales Workers nfd	0	0	0	0	0	0	3	28	31	0.0
821 Sales Assistants	192	70	50	71	93	476	132	1 417	2 025	23.5
829 Miscellaneous Elementary Sales Workers	87	31	32	21	30	201	46	447	694	29.0
831 Elementary Service Workers	178	110	87	553	163	1 091	278	2 385	3 754	29.1
900 Labourers and Related Workers nfd	7	4	6	41	5	63	39	484	586	10.8
911 Cleaners	186	128	84	700	212	1 310	831	10 536	12 677	10.3
920 Factory Labourers nfd	0	0	0	0	0	0	0	0	0	0.0
921 Process Workers	0	5	0	26	6	37	18	169	224	16.5
922 Product Packagers	0	3	0	3	4	10	0	43	53	18.9
990 Other Labourers and Related Workers nfd	0	0	0	5	3	8	4	26	38	21.1
991 Mining, Construction and Related Labourers	12	0	6	61	18	97	38	387	522	18.6
992 Agricultural and Horticultural Labourers	20	7	16	83	21	147	38	510	695	21.2
993 Elementary Food Preparation and Related Wkrs	58	27	26	89	67	267	191	1 836	2 294	11.6
999 Miscellaneous Labourers and Related Workers	61	31	47	598	56	793	118	1 041	1 952	40.6
099 Inadequately described	361	68	69	293	63	854	143	886	1 883	45.4
Not stated	219	56	40	36	18	369	164	413	946	39.0
Not applicable	–	–	–	–	–	–	–	–	–	–
Total	**279 559**	**61 816**	**23 502**	**17 234**	**13 650**	**395 761**	**23 212**	**121 090**	**540 063**	**73.3**

Note: nfd – not further defined

Source: ABS, 1996 Census of population and housing

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Table A14.8: Qualifications of education industry workers by ASCO 4-digit, 1996 Census

Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
ASCO code and occupation										
1000 Managers and Administrators nfd	708	99	79	63	49	998	75	362	1435	69.5
1100 Generalist Managers nfd	0	0	0	0	0	0	0	0	0	0.0
1110 Gen Managers and Administrators nfd	0	0	0	0	0	0	0	3	3	0.0
1111 Legislators and Gov't Appt Officials	54	6	3	0	3	66	7	15	88	75.0
1112 General Managers	691	68	49	47	29	884	43	165	1 092	81.0
1190 Misc Generalist Managers nfd	0	0	0	0	0	0	0	0	0	0.0
1191 Building and Construction Managers	15	11	14	69	6	115	21	69	205	56.1
1192 Importers, Exporters and Wholesalers	3	3	0	0	0	6	0	4	10	60.0
1193 Manufacturers	3	0	0	7	0	10	0	7	17	58.8
1200 Specialist Managers nfd	165	21	18	10	9	223	11	48	282	79.1
1210 Resource Managers nfd	45	9	7	3	9	73	3	42	118	61.9
1211 Finance Managers	560	68	105	29	48	810	50	336	1196	67.7
1212 Company Secretaries	10	3	3	3	0	19	0	9	28	67.9
1213 Human Resource Managers	867	122	100	100	73	1 262	71	380	1 713	73.7
1220 Eng, Dist and Process M'gers nfd	0	0	0	0	0	0	0	0	0	0.0
1221 Engineering Managers	20	7	4	8	0	39	4	0	43	90.7
1222 Production Managers	39	7	13	25	5	89	7	49	145	61.4
1223 Supply and Distribution Managers	24	7	16	15	11	73	0	46	119	61.3
1224 Information Technology Managers	368	15	30	13	17	443	10	82	535	82.8

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
1231 Sales and Marketing Managers	317	35	23	21	24	420	22	140	582	72.2
1290 Misc Specialist Managers nfd	33	0	3	3	0	39	3	4	46	84.8
1291 Policy and Planning Managers	230	17	13	4	6	270	13	46	329	82.1
1292 Health Services Managers	35	5	3	3	7	53	3	11	67	79.1
1293 Education Managers	15 819	2 103	926	97	72	19 017	289	649	19 955	95.3
1294 Commissioned Officers (M'gment)	10	0	3	3	0	16	0	8	24	66.7
1295 Childcare Co-ordinators	323	184	142	78	29	756	56	265	1 077	70.2
1296 Media Prods and Artistic Directors	39	17	5	6	0	67	9	22	98	68.4
1299 Other Specialist Managers	753	93	118	66	46	1 076	49	176	1 301	82.7
1310 Farmers and Farm Managers nfd	48	27	8	16	8	107	8	66	181	59.1
1311 Mixed Crop and Livestock Farmers	7	10	0	3	6	26	3	22	51	51.0
1312 Livestock Farmers	40	13	11	10	8	82	5	51	138	59.4
1313 Crop Farmers	21	8	20	25	10	84	6	57	147	57.1
1314 Aquaculture Farmers	0	0	0	0	0	0	0	0	0	0.0
2000 Professionals nfd	4 962	226	121	48	48	5 405	122	562	6 089	88.8
2100 Science, Bldg and Eng Profs nfd	0	0	0	0	0	0	0	0	0	0.0
2110 Natural and Physical Sci Profs nfd	46	0	0	0	0	46	0	4	50	92.0
2111 Chemists	371	7	8	3	0	389	3	19	411	94.6
2112 Geologists and Geophysicists	150	3	3	3	0	159	4	10	173	91.9
2113 Life Scientists	776	7	10	4	7	804	7	39	850	94.6
2114 Environmental and Ag Science Profs	372	11	17	36	19	455	13	65	533	85.4
2115 Medical Scientists	1 130	28	21	3	8	1 190	16	56	1 262	94.3

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
2119 Oth Natural and Physical Sci Profs	284	3	3	0	0	290	3	10	303	95.7
2120 Building and Engineering Profs nfd	255	11	13	12	3	294	7	18	319	92.2
2121 Architects and L'scape Architects	65	8	3	4	0	80	3	0	83	96.4
2122 Quantity Surveyors	0	0	0	0	0	0	0	0	0	0.0
2123 Cartographers and Surveyors	20	7	10	3	3	43	3	9	55	78.2
2124 Civil Engineers	62	8	4	3	0	77	3	3	83	92.8
2125 Electrical and Electronics Eng'rs	147	5	9	14	0	175	10	14	199	87.9
2126 Mechanical Prod'n and Plant Eng'rs	33	3	3	8	0	47	0	7	54	87.0
2127 Mining and Materials Engineers	17	0	0	0	0	17	0	0	17	100.0
2128 Engineering Technologists	6	0	3	0	0	9	0	3	12	75.0
2129 Oth Building and Engineering Profs	52	4	3	0	0	59	3	7	69	85.5
2200 Business and Information Profs nfd	35	3	5	0	3	46	4	18	68	67.6
2210 Acc'ts, Auditors and Corp Treas nfd	0	0	0	0	0	0	0	0	0	0.0
2211 Accountants	860	130	258	15	95	1 358	181	942	2 481	54.7
2212 Auditors	88	8	11	0	3	110	0	19	129	85.3
2213 Corporate Treasurers	3	0	3	0	0	6	3	7	16	37.5
2220 Sales, Mktg and Advert'g Profs nfd	0	0	0	0	0	0	0	0	0	0.0
2221 Marketing and Advertising Profs	465	64	52	22	55	658	55	302	1 015	64.8
2222 Technical Sales Representatives	30	3	10	3	5	51	5	48	104	49.0
2231 Computing Professionals	2 107	112	254	68	100	2 641	103	627	3 371	78.3
2290 Misc Business and Info Profs nfd	22	0	3	3	0	28	0	8	36	77.8
2291 Human Resource Professionals	2 202	421	434	464	318	3 839	343	1 663	5 845	65.7

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
2292 Librarians	2 293	104	127	5	69	2 598	76	243	2 917	89.1
2293 Math'ns, Stat'ns and Actuaries	353	4	4	0	3	364	4	32	400	91.0
2294 Business and Organisation Analysts	371	41	32	18	19	481	16	102	599	80.3
2295 Property Professionals	13	4	4	4	3	28	0	11	39	71.8
2299 Oth Business and Information Profs	442	38	47	21	24	572	30	168	770	74.3
2300 Health Professionals nfd	3	3	0	0	0	6	3	0	9	66.7
2310 Medical Practitioners nfd	3	0	0	0	0	3	0	0	3	100.0
2311 Generalist Medical Practitioners	199	3	3	0	3	208	4	4	216	96.3
2312 Specialist Medical Practitioners	174	5	0	0	0	179	3	3	185	96.8
2320 Nursing Professionals nfd	6	0	0	0	0	6	0	0	6	100.0
2321 Nurse Managers	7	14	0	0	3	24	4	0	28	85.7
2322 Nurse Educators and Researchers	254	74	3	0	3	334	16	7	357	93.6
2323 Registered Nurses	315	363	12	3	33	726	65	33	824	88.1
2324 Registered Midwives	20	3	0	0	0	23	0	0	23	100.0
2325 Registered Mental Health Nurses	13	13	3	0	0	29	5	3	37	78.4
2326 Reg Dev'mental Disability Nurses	5	11	0	0	3	19	0	3	22	86.4
2380 Misc Health Professionals nfd	0	0	0	0	0	0	0	0	0	0.0
2381 Dental Practitioners	42	0	0	0	0	42	0	3	45	93.3
2382 Pharmacists	61	0	0	0	0	61	0	0	61	100.0
2383 Occupational Therapists	131	24	0	0	0	155	8	0	163	95.1
2384 Optometrists	47	0	0	0	0	47	0	3	50	94.0
2385 Physiotherapists	142	45	0	0	0	187	3	0	190	98.4
2386 Speech Pathologists	353	17	0	0	3	373	12	8	393	94.9
2387 Chiropractors and Osteopaths	3	0	0	0	0	3	0	0	3	100.0
2388 Podiatrists	6	4	0	0	0	10	0	0	10	100.0
2391 Medical Imaging Professionals	17	10	3	0	0	30	3	0	33	90.9

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
2392 Veterinarians	112	0	0	0	0	112	0	0	112	100.0
2393 Dietitians	20	3	0	0	3	26	3	3	32	81.3
2394 Natural Therapy Professionals	3	3	0	0	0	6	5	0	11	54.5
2399 Other Health Professionals	35	5	0	4	0	44	0	5	49	89.8
2400 Education Professionals nfd	1 297	187	47	15	3	1 549	28	51	1 628	95.1
2410 School Teachers nfd	9 247	2 308	528	132	96	12 311	749	1 590	14 650	84.0
2411 Pre-Primary School Teachers	4 677	3 385	519	87	25	8 693	233	351	9 277	93.7
2412 Primary School Teachers	58 240	24 672	6 260	62	66	89 300	1 770	1 758	92 828	96.2
2413 Secondary School Teachers	80 588	9 752	930	208	123	91 601	1 395	2 142	95 138	96.3
2414 Special Education Teachers	7 028	1 560	382	48	42	9 060	267	417	9 744	93.0
2420 Uni and Vocational Ed Teachers nfd	1 020	135	58	64	18	1 295	53	93	1 441	89.9
2421 University Lecturers and Tutors	27 709	455	185	77	47	28 473	344	1 162	29 979	95.0
2422 Vocational Education Teachers	13 005	5 121	1 481	1 572	625	21 804	969	1 468	24 241	89.9
2490 Misc Education Professionals nfd	23	3	0	0	0	26	3	0	29	89.7
2491 Extra-Systemic Teachers	4 521	1 579	836	410	403	7 749	1 307	4 920	13 976	55.4
2492 ESL Teachers	3 949	382	104	5	8	4 448	122	101	4 671	95.2
2493 Education Officers	4 324	476	247	146	200	5 393	221	1 136	6 750	79.9
2500 Social, Arts and Misc Profs nfd	6	0	0	0	0	6	0	0	6	100.0
2510 Social Welfare Professionals nfd	65	0	3	0	0	68	0	4	72	94.4
2511 Social Workers	162	8	7	0	3	180	7	15	202	89.1
2512 Welfare and Community Workers	334	86	73	37	38	568	39	210	817	69.5
2513 Counsellors	2 255	161	61	24	34	2 535	52	265	2 852	88.9
2514 Psychologists	1 300	22	3	3	0	1 328	6	23	1 357	97.9
2515 Ministers of Religion	453	58	17	16	10	554	68	57	679	81.6
2520 Misc Social Professionals nfd	3	0	0	0	0	3	0	0	3	100.0
2521 Legal Professionals	163	0	0	0	0	163	3	16	182	89.6
2522 Economists	152	0	0	0	0	152	0	9	161	94.4

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
2523 Urban and Regional Planners	28	3	0	0	0	31	3	0	34	91.2
2529 Other Social Professionals	398	20	21	8	25	472	48	128	648	72.8
2530 Artists and Related Profs nfd	112	14	3	6	4	139	8	34	181	76.8
2531 Visual Arts and Crafts Profs	42	20	0	44	8	114	9	95	218	52.3
2532 Photographers	38	10	19	4	18	89	9	25	123	72.4
2533 Designers and Illustrators	179	94	36	45	12	366	27	81	474	77.2
2534 Journalists and Related Profs	224	13	7	8	12	264	13	65	342	77.2
2535 Authors and Related Professionals	100	5	3	4	3	115	4	18	137	83.9
2536 Film, TV, Radio and Stage Directors	65	12	7	12	6	102	12	38	152	67.1
2537 Musicians and Related Profs	279	64	25	21	4	393	40	189	622	63.2
2538 Actors, Dancers and Related Profs	28	14	12	3	4	61	15	75	151	40.4
2539 Media Presenters	3	0	0	5	3	11	0	3	14	78.6
2540 Misc Professionals nfd	0	0	0	0	0	0	0	0	0	0.0
2541 Air Transport Professionals	26	48	4	10	3	91	19	20	130	70.0
2542 Sea Transport Professionals	3	5	7	6	4	25	3	4	32	78.1
2543 Occ and Environmental Health Profs	89	15	16	13	9	142	9	47	198	71.7
2549 Other Professionals	224	12	25	18	16	295	21	149	465	63.4
3000 Associate Professionals nfd	52	4	16	10	26	108	17	98	223	48.4
3100 Sci, Eng and Rel Assoc Profs nfd	301	61	228	259	61	910	40	132	1 082	84.1
3110 Medical and Science Tech Offs nfd	181	30	86	52	55	404	45	230	679	59.5
3111 Medical Technical Officers	73	15	58	22	19	187	12	60	259	72.2
3112 Science Technical Officers	856	176	477	252	401	2 162	208	1 066	3 436	62.9
3120 Bldg and Eng Associate Profs nfd	11	4	27	23	3	68	6	14	88	77.3
3121 Bldg, Arch and Survey'g Assoc Profs	54	17	45	98	13	227	17	26	270	84.1

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3122 Civil Engineering Assoc Profs	7	4	10	21	0	42	3	9	54	77.8
3123 Electrical Eng Associate Profs	11	3	20	29	3	66	6	11	83	79.5
3124 Electronic Eng Associate Profs	106	44	165	222	61	598	34	116	748	79.9
3125 Mechanical Eng Associate Profs	0	5	18	40	0	63	0	4	67	94.0
3129 Other Building and Eng Assoc Profs	8	5	4	18	5	40	0	6	46	87.0
3200 Business and Admin Assoc Profs nfd	6	0	3	3	4	16	0	17	33	48.5
3210 Finance Associate Profs nfd	0	0	0	0	0	0	0	0	0	0.0
3211 Branch Acc'ts and M'gers (Fin Inst)	4	0	0	3	0	7	3	3	13	53.8
3212 Financial Dealers and Brokers	155	12	56	12	40	275	31	271	577	47.7
3213 Financial Investment Advisers	25	3	3	3	3	37	3	12	52	71.2
3290 Misc Bus and Admin Assoc Profs nfd	30	3	5	5	8	51	0	25	76	67.1
3291 Office Managers	537	129	155	87	235	1 143	233	1 290	2 666	42.9
3292 Project and Program Administrators	2 504	310	437	326	470	4 047	383	2 671	7 101	57.0
3293 Real Estate Associate Profs	19	3	6	18	4	50	5	33	88	56.8
3294 Computing Support Technicians	405	63	144	51	95	758	57	516	1 331	56.9
3300 Man'g Supervis (Sales and Serv) nfd	3	0	0	0	0	3	3	3	9	33.3
3311 Shop Managers	52	31	17	25	31	156	45	245	446	35.0
3320 Hospitality and Accom M'gers nfd	0	3	0	3	0	6	0	3	9	66.7
3321 Restaurant and Catering Managers	51	83	26	149	88	397	162	1 567	2 126	18.7
3322 Chefs	6	10	8	193	9	226	23	61	310	72.9
3323 Hotel and Motel Managers	11	0	3	0	0	14	0	7	21	66.7
3324 Club Managers (Lic Premises)	3	0	0	0	0	3	0	7	10	30.0
3325 C'van Park and Camp'g Ground M'gers	0	3	0	3	0	6	0	3	9	66.7
3329 Other Hospitality and Accom M'gers	60	11	10	13	7	101	10	103	214	47.2
3390 Misc Man Supers (Sales and Serv) nfd	0	0	0	0	0	0	0	0	0	0.0
3391 Sport and Recreation Managers	40	8	8	5	4	65	6	37	108	60.2
3392 Customer Service Managers	95	17	16	13	10	151	4	51	206	73.3

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3393 Transport Company Managers	3	0	0	0	0	3	3	6	12	25.0
3399 Oth Man'g Supervis (Sales and Serv)	170	44	49	67	42	372	60	284	716	52.0
3400 Health and Welfare Assoc Profs nfd	0	0	0	0	0	0	0	0	0	0.0
3411 Enrolled Nurses	15	34	52	11	58	170	11	22	203	83.7
3421 Welfare Associate Professionals	190	40	75	48	46	399	42	149	590	67.6
3490 Misc Hlth and W'fare Ass Profs nfd	0	0	0	0	0	0	0	0	0	0.0
3491 Ambulance Officers and Paramedics	3	0	3	0	0	6	3	4	13	46.2
3492 Dental Associate Professionals	1	10	11	9	16	49	5	4	58	84.5
3493 Aboriginal and TS Island Hlth Wkrs	0	0	3	0	0	3	0	0	3	100.0
3494 Massage Therapists	6	3	3	0	0	12	0	4	16	75.0
3900 Other Associate Profs nfd	0	0	0	0	0	0	0	0	0	0.0
3911 Police Officers	17	0	5	5	9	36	9	25	70	51.4
3990 Misc Associate Professionals nfd	3	0	0	0	0	3	0	0	3	100.0
3991 Primary Products Inspectors	0	0	0	3	0	3	0	3	6	50.0
3992 Safety Inspectors	20	12	8	10	7	57	7	24	88	64.8
3993 Sportspsns, Coaches and Rel Sup Wkrs	141	34	18	27	19	239	36	522	797	30.0
3994 Snr Non-Commis Defence Frce Offs	3	0	0	0	0	3	0	0	3	100.0
3995 Senior Fire Fighters	0	0	3	0	0	3	3	0	6	50.0
3996 Retail Buyers	0	0	0	0	3	3	0	5	8	37.5
3997 Library Technicians	354	151	874	33	168	1 580	158	813	2 551	61.9
3999 Other Misc Associate Profs	22	3	3	6	0	34	0	19	53	64.2

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4000 Tradespersons and Related Wkrs nfd	27	12	20	139	13	211	22	93	326	64.7
4100 Mech and Fabric'n Eng Trades nfd	0	0	0	0	0	0	0	3	3	0.0
4110 Mechanical Eng Trades nfd	0	0	0	0	0	0	0	0	0	0.0
4111 General Mechanical Eng Trades	0	0	0	11	0	11	0	4	15	73.3
4112 Metal Fitters and Machinists	9	6	14	236	8	273	15	182	470	58.1
4113 Toolmakers	0	0	0	21	3	24	0	8	32	75.0
4114 Aircraft Maintenance Engineers	3	0	0	6	3	12	0	8	20	60.0
4115 Precision Metal Tradespersons	11	6	12	55	3	87	4	20	111	78.0
4120 Fabrication Eng Trades nfd	0	0	0	0	0	0	0	0	0	0.0
4121 General Fabrication Eng Trades	3	0	0	3	0	6	0	6	12	50.0
4122 Struct'l Steel and Welding Trades	3	0	4	46	10	63	12	105	180	35.0
4123 Forging Tradespersons	0	0	0	0	0	0	0	0	0	0.0
4124 Sheetmetal Tradespersons	0	0	0	3	0	3	0	10	13	23.1
4125 Metal Casting Tradespersons	3	0	0	0	0	3	0	0	3	100.0
4126 Metal Finishing Tradespersons	0	0	0	0	0	0	0	0	0	0.0
4210 Automotive Tradespersons nfd	0	0	0	3	0	3	0	5	8	37.5
4211 Motor Mechanics	8	8	3	78	0	97	12	177	286	33.9
4212 Automotive Electricians	0	0	3	0	0	3	0	5	8	37.5
4213 Panel Beaters	0	0	0	6	0	6	0	14	20	30.0
4214 Vehicle Painters	0	0	0	3	0	3	0	7	10	30.0
4215 Vehicle Body Makers	0	0	0	0	0	0	0	0	0	0.0
4216 Vehicle Trimmers	0	0	0	0	0	0	0	3	3	0.0
4310 Electric and Electronics Trades nfd	0	0	4	4	0	8	3	15	26	30.8
4311 Electricians	18	6	23	350	11	408	26	508	942	43.3
4312 Refrigeration and Aircon Mechanics	6	0	5	46	0	57	3	22	82	69.5
4313 Electrical Distribution Trades	0	0	0	3	0	3	0	0	3	100.0

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4314 Electronic Instrument Trades	3	0	0	0	0	3	0	0	3	100.0
4315 Electronic and Office Equip Trades	115	31	106	72	31	355	35	217	607	58.5
4316 Communications Tradespersons	4	3	5	39	3	54	10	38	102	52.9
4400 Construction Tradespersons nfd	0	0	0	3	0	3	0	15	18	16.7
4410 Structural Const'n Trades nfd	0	0	0	3	0	3	0	6	9	33.3
4411 Carpentry and Joinery Trades-persons	4	5	14	562	20	605	74	490	1 169	51.8
4412 Fibrous Plasterers	0	0	0	6	0	6	4	25	35	17.1
4413 Roof Slaters and Tilers	0	0	0	0	0	0	0	3	3	0.0
4414 Bricklayers	0	0	0	21	0	21	3	62	86	24.4
4415 Solid Plasterers	0	0	0	0	0	0	0	0	0	0.0
4416 Wall and Floor Tilers and Stonemasons	0	0	0	10	0	10	3	20	33	30.3
4420 Final Finish Const'n Trades nfd	0	0	0	3	0	3	0	3	6	50.0
4421 Painters and Decorators	0	4	3	115	4	126	24	175	325	38.8
4422 Signwriters	0	0	0	7	0	7	3	4	14	50.0
4423 Floor Finishers	0	0	0	0	0	0	0	3	3	0.0
4431 Plumbers	6	3	5	179	7	200	17	148	365	54.8
4510 Food Tradespersons nfd	0	0	0	0	0	0	0	0	0	0.0
4511 Meat Tradespersons	0	0	0	11	0	11	0	10	21	52.4
4512 Bakers and Pastrycooks	0	0	0	7	0	7	3	14	24	29.2
4513 Cooks	13	20	18	112	27	190	70	614	874	21.7
4519 Other Food Tradespersons	0	0	0	0	0	0	0	0	0	0.0
4600 Skilled Ag and Horticult Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
4610 Skilled Agricultural Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
4611 Farm Overseers	0	3	6	0	3	12	0	9	21	57.1
4612 Shearers	0	0	0	0	0	0	0	3	3	0.0
4613 Wool, Hide and Skin Classers	0	0	0	0	0	0	3	0	3	0.0

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4614 Animal Trainers	0	3	0	0	0	3	0	5	8	37.5
4620 Horticultural Tradespersons nfd	0	0	4	9	3	16	4	27	47	34.0
4621 Nurserypersons	5	0	4	8	0	17	0	14	31	54.8
4622 Greenkeepers	51	35	62	678	86	912	182	1 841	2 935	31.1
4623 Gardeners	57	39	68	425	73	662	151	1 479	2 292	28.9
4900 Oth Tradespersons and Rel Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
4910 Printing Tradespersons nfd	0	0	3	0	0	3	0	0	3	100.0
4911 Graphic Pre-Press Tradespersons	4	0	0	12	0	16	3	21	40	40.0
4912 Print Mach and Sml Offset Printers	9	9	3	96	9	126	26	144	296	42.6
4913 Binders and Finishers	3	0	0	21	3	27	0	19	46	58.7
4914 Screen Printers	0	0	3	3	0	6	3	5	14	42.9
4920 Wood Tradespersons nfd	0	0	0	0	0	0	0	3	3	0.0
4921 Wood Machinists and Turners	0	0	3	25	0	28	4	14	46	60.9
4922 Cabinetmakers	3	0	0	33	0	36	5	52	93	38.7
4929 Other Wood Tradespersons	3	0	0	4	0	7	0	4	11	63.6
4931 Hairdressers	3	0	0	27	0	30	3	7	40	75.0
4940 Textile, Clothing and Rel Trades nfd	0	0	0	0	0	0	0	0	0	0.0
4941 Clothing Tradespersons	3	4	5	0	4	16	9	42	67	23.9
4942 Upholsterers and Bedding Trades	0	0	0	4	0	4	0	8	12	33.3
4943 Footwear Tradespersons	0	0	0	0	0	0	0	0	0	0.0
4944 Leather and Canvas Goods and Sail Mkrs	0	0	0	0	0	0	0	0	0	0.0
4980 Misc Tradespersons and Rel Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
4981 Marine Construction Trades	3	0	0	5	0	8	0	5	13	61.5
4982 Glass Tradespersons	0	0	0	10	3	13	4	12	29	44.8
4983 Jewellers and Rel Tradespersons	0	0	3	3	0	6	0	0	6	100.0

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4984 Florists	0	0	0	0	0	0	0	3	3	0.0
4985 Fire Fighters	4	3	0	17	3	27	6	26	59	45.8
4986 Drillers	0	0	0	0	0	0	0	0	0	0.0
4987 Chem, Petroleum and Gas Plant Ops	6	3	0	3	0	12	3	3	18	66.7
4988 Power Generation Plant Operators	0	0	0	3	0	3	0	0	3	100.0
4991 Defence Force Members NEI	0	0	3	3	0	6	3	14	23	26.1
4992 Performing Arts Support Workers	69	23	51	59	39	241	20	141	402	60.0
4999 Oth Misc Tradespersons and Rel Wkrs	0	0	3	12	3	18	4	20	42	42.9
5000 Adv Clerical and Service Wkrs nfd	4	0	3	0	0	7	0	4	11	63.6
5111 Secretaries and Personal Assistants	681	413	431	124	1 573	3 222	1 570	6 335	11 127	29.0
5900 Oth Adv Clerical and Serv Wkrs nfd	3	0	3	0	0	6	0	0	6	100.0
5910 Advanced Numerical Clerks nfd	0	0	0	0	0	0	0	0	0	0.0
5911 Bookkeepers	240	125	173	61	273	872	344	1 976	3 192	27.3
5912 Credit and Loans Officers	0	0	0	0	3	3	4	14	21	14.3
5990 Misc Adv Clerical and Serv Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
5991 Advanced Legal and Related Clerks	4	3	0	3	4	14	0	34	48	29.2
5992 Court and Hansard Reporters	3	0	0	0	0	3	0	3	6	50.0
5993 Insurance Agents	0	0	0	0	3	3	0	4	7	42.9
5994 Insur Survey/Investig/Adjustors	6	0	0	0	0	6	0	3	9	66.7
5995 Desktop Publishing Operators	45	15	16	13	30	119	20	115	254	46.9
5996 Travel Attendants	0	3	0	0	0	3	0	0	3	100.0
5999 Oth Misc Adv Cleric and Serv Wkrs	6	0	0	0	0	6	0	6	12	50.0

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6000 Int Cleric, Sales and Serv Wkrs nfd	33	13	14	17	35	112	51	264	427	26.2
6100 Intermediate Clerical Wkrs nfd	6	0	0	0	3	9	3	23	35	25.7
6111 General Clerks	1 229	331	516	272	1 087	3 435	1 052	7 232	11 719	29.3
6121 Keyboard Operators	367	134	195	82	569	1 347	571	2 893	4 811	28.0
6131 Receptionists	166	97	122	68	362	815	299	1 879	2 993	27.2
6140 Intermed Numerical Clerks nfd	0	0	0	0	0	0	0	3	3	0.0
6141 Accounting Clerks	182	58	143	23	120	526	113	894	1 533	34.3
6142 Payroll Clerks	51	22	48	10	45	176	47	420	643	27.4
6143 Bank Workers	5	3	3	0	0	11	3	21	35	31.4
6144 Insurance Clerks	11	3	0	3	3	20	4	16	40	50.0
6145 Money Market and Statistical Clerks	18	0	4	3	4	29	0	21	50	58.0
6150 Material Rec and Despatch Clerk nfd	0	0	0	0	0	0	0	0	0	0.0
6151 Production Recording Clerks	6	0	4	3	4	17	0	22	39	43.6
6152 Transport and Despatching Clerks	19	4	8	7	5	43	3	60	106	40.6
6153 Stock and Purchasing Clerks	53	25	42	139	53	312	71	500	883	35.3
6190 Misc Intermed Clerical Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
6191 Inquiry and Admissions Clerks	171	30	47	22	65	335	44	347	726	46.1
6192 Library Assistants	713	185	351	99	291	1 639	380	2 652	4 671	35.1
6193 Personnel Clerks	42	12	14	9	13	90	10	100	200	45.0
6194 Intermed Inspectors and Examiners	25	0	3	6	6	40	5	38	83	48.2
6199 Other Intermediate Clerical Wkrs	26	9	9	6	9	59	13	67	139	42.4
6210 Intermediate Sales and Rel Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
6211 Sales Representatives	38	11	8	15	14	86	11	64	161	53.4

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6212 Motor Veh and Rel Prods Salespsns	0	0	0	3	0	3	0	5	8	37.5
6213 Retail and Checkout Supervisors	16	29	15	29	49	138	84	760	982	14.1
6300 Intermediate Service Wkrs nfd	4	3	0	6	0	13	3	17	33	39.4
6310 Carers and Aides nfd	7	8	4	8	7	34	8	46	88	38.6
6311 Education Aides	2 063	1 935	1 223	1 469	1 912	8 602	2 854	21 271	32 727	26.3
6312 Children's Care Workers	380	315	534	467	250	1 946	464	3 202	5 612	34.7
6313 Special Care Workers	173	103	94	74	64	508	77	664	1 249	40.7
6314 Personal Care and Nursing Assists	10	5	3	9	11	38	14	83	135	28.1
6320 Hospitality Workers nfd	0	0	0	0	0	0	3	14	17	0.0
6321 Hotel Service Supervisors	3	5	3	3	0	14	7	73	94	14.9
6322 Bar Attendants	18	3	0	3	10	34	7	109	150	22.7
6323 Waiters	25	4	5	9	12	55	26	347	428	12.9
6324 Hospitality Trainees	0	0	0	5	3	8	3	47	58	13.8
6390 Misc Intermed Service Wkrs nfd	0	0	0	0	0	0	3	0	3	0.0
6391 Dental Assistants	10	6	3	0	18	37	27	20	84	44.0
6392 Veterinary Nurses	0	3	5	16	0	24	3	7	34	70.6
6393 Prison Officers	0	0	3	12	3	18	3	11	32	56.3
6394 Gaming Workers	0	0	0	0	0	0	0	3	3	0.0
6395 Personal Care Consultants	8	10	4	7	4	33	11	22	66	50.0
6396 Fitness Instructors and Rel Wkrs	104	21	16	14	14	169	48	198	415	40.7
6397 Travel and Tourism Agents	36	4	7	8	3	58	10	50	118	49.2
6399 Other Intermediate Service Wkrs	194	92	82	415	84	867	205	1 484	2 556	33.9
7000 Int Prod'n and Transport Wkrs nfd	3	0	0	6	0	9	0	15	24	37.5
7100 Intermediate Plant Operators nfd	0	0	0	9	3	12	0	6	18	66.7
7110 Mobile Plant Operators nfd	0	0	0	0	0	0	0	3	3	0.0

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7111 Mobile Construction Plant Ops	0	0	0	3	3	6	4	27	37	16.2
7112 Forklift Drivers	3	0	0	5	0	8	0	12	20	40.0
7119 Other Mobile Plant Operators	0	0	3	3	3	9	0	22	31	29.0
7120 Int Stationary Plant Ops nfd	0	0	0	0	0	0	0	0	0	0.0
7121 Engine and Boiler Operators	0	0	0	12	4	16	0	10	26	61.5
7122 Crane, Hoist and Lift Operators	0	0	0	0	0	0	3	3	6	0.0
7123 Engineering Prod'n Systems Wkrs	0	0	0	7	0	7	3	9	19	36.8
7124 Pulp and Paper Mill Operators	0	0	0	3	0	3	0	3	6	50.0
7129 Other Int Stationary Plant Ops	0	0	0	0	0	0	0	6	6	0.0
7200 Intermed Machine Operators nfd	4	0	4	17	3	28	9	72	109	25.7
7210 Int Text, Clthg and Rel Mach Ops nfd	0	0	0	0	0	0	0	0	0	0.0
7211 Sewing Machinists	0	3	0	3	3	9	3	12	24	37.5
7212 Textile and F'wear Prod'n Mach Ops	3	0	0	0	0	3	0	4	7	42.9
7290 Misc Int Machine Operators nfd	0	0	0	0	0	0	0	0	0	0.0
7291 Plastics Production Machine Ops	0	0	0	0	0	0	0	3	3	0.0
7292 Rubber Production Machine Ops	0	0	0	0	0	0	0	0	0	0.0
7293 Chemical Production Machine Ops	0	0	0	0	0	0	0	0	0	0.0
7294 Wood Processing Machine Ops	0	0	0	3	0	3	0	6	9	33.3
7295 Paper Products Machine Operators	3	0	0	3	0	6	0	0	6	100.0
7296 Glass Production Machine Ops	0	0	0	0	0	0	0	0	0	0.0
7297 Clay, Stone, C'crete Proc Mach Ops	0	0	0	0	0	0	0	4	4	0.0
7298 Photograph Developers and Printers	17	8	9	0	3	37	6	17	60	61.7
7299 Other Intermed Machine Operators	0	0	0	0	0	0	0	0	0	0.0

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
7310 Road and Rail T'port Drivers nfd	8	3	3	47	6	67	16	162	245	27.3
7311 Truck Drivers	6	0	0	16	3	25	14	119	158	15.8
7312 Bus and Tram Drivers	22	13	16	89	18	158	50	475	683	23.1
7313 Automobile Drivers	0	0	0	0	0	0	0	20	20	0.0
7314 Delivery Drivers	5	0	4	12	6	27	10	87	124	21.8
7315 Train Drivers and Assistants	0	0	0	4	0	4	0	0	4	100.0
7900 Oth Int Prod'n and T'port Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
7910 Int Mining and Const'n Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
7911 Miners	0	3	0	3	0	6	0	3	9	66.7
7912 Blasting Workers	0	0	0	0	0	0	0	0	0	0.0
7913 Structural Steel Const'n Workers	0	0	0	3	0	3	3	3	9	33.3
7914 Insul'n and Home Improv Installers	0	0	0	3	0	3	3	4	10	30.0
7990 Misc Int Prod'n and T'port Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
7991 Motor Veh Parts and Access Fitters	0	0	0	3	0	3	0	0	3	100.0
7992 Product Quality Controllers	3	0	0	3	0	6	3	8	17	35.3
7993 Storepersons	37	13	15	354	27	446	70	649	1 156	38.6
7994 Seafarers and Fishing Hands	0	0	0	4	0	4	0	7	11	36.4
7995 Forestry and Logging Workers	3	0	0	15	0	18	8	122	148	12.2
7996 Printing Hands	6	5	3	8	0	22	5	53	80	27.5
8000 Ele Cleric, Sales and Serv Wkrs nfd	3	0	0	0	3	6	4	15	25	24.0
8110 Elementary Clerks nfd	16	6	5	5	25	57	25	161	243	23.5
8111 Registry and Filing Clerks	92	37	39	47	113	328	117	815	1 260	26.0
8112 Mail Sorting Clerks	9	3	6	10	5	33	7	83	123	26.8
8113 Switchboard Operators	10	7	7	9	21	54	29	229	312	17.3

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8114 Messengers	0	0	0	3	0	3	0	16	19	15.8
8115 Betting Clerks	0	0	0	0	0	0	0	0	0	0.0
8116 Office Trainees	12	4	15	9	21	61	21	220	302	20.2
8119 Other Elementary Clerks	19	3	3	4	0	29	0	38	67	43.3
8200 Elementary Sales Workers nfd	3	0	0	0	0	3	3	28	34	8.8
8211 Sales Assistants	192	70	50	71	93	476	132	1 417	2 025	23.5
8290 Misc Elementary Sales Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
8291 Checkout Operators and Cashiers	14	5	13	3	13	48	18	189	255	18.8
8292 Ticket Salespersons	10	3	0	0	3	16	3	27	46	34.8
8293 Street Vendors and Related Wkrs	22	9	4	0	3	38	12	37	87	43.7
8294 Telemarketers	7	7	6	3	3	26	5	56	87	29.9
8295 Sales Demonstrators and Models	33	6	6	6	5	56	5	58	119	47.1
8296 Service Station Attendants	0	0	0	0	0	0	0	9	9	0.0
8297 Sales and Service Trainees	3	0	0	5	0	8	3	53	64	12.5
8299 Other Elementary Sales Workers	3	0	0	0	0	3	0	18	21	14.3
8310 Elementary Service Workers nfd	0	0	0	3	0	3	0	7	10	30.0
8311 Guards and Security Officers	36	7	19	158	26	246	77	554	877	28.1
8312 Ushers, Porters and Related Workers	8	0	0	10	3	21	3	48	72	29.2
8313 Domestic Housekeepers	0	3	0	3	4	10	3	62	75	13.3
8314 Caretakers	24	16	20	285	27	372	57	641	1 070	34.8
8315 Laundry Workers	7	4	0	7	5	23	15	207	245	9.4
8319 Other Elementary Service Workers	104	80	47	88	98	417	123	866	1 406	29.7
9000 Labourers and Related Workers nfd	7	4	6	41	5	63	39	484	586	10.8
9111 Cleaners	186	128	84	700	212	1 310	831	10 536	12 677	10.3
9200 Factory Labourers nfd	0	0	0	0	0	0	0	0	0	0.0

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Education	Bachelor degree or higher	Undergraduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	With qualifications	Inadequately described or not stated	Not applicable (no quals.)	Total	Percentage with quals
9210 Process Workers nfd	0	0	0	4	3	7	4	25	36	19.4
9211 Eng Production Process Workers	0	0	3	14	4	21	9	35	65	32.3
9212 Product Assemblers	0	3	0	4	0	7	0	34	41	17.1
9213 Meat and Fish Process Workers	0	0	0	0	0	0	0	3	3	0.0
9214 Other Food Factory Hands	0	0	0	0	0	0	3	4	7	0.0
9215 Wood Products Factory Hands	0	0	0	0	0	0	0	8	8	0.0
9219 Other Process Workers	3	3	3	3	0	12	3	62	77	15.6
9220 Product Packagers nfd	0	0	0	0	0	0	0	0	0	0.0
9221 Hand Packers	6	3	0	0	3	12	3	37	52	23.1
9222 Packagers and Container Fillers	3	3	0	0	0	6	0	6	12	50.0
9900 Other Labourers and Rel Wkrs nfd	0	0	0	5	0	5	4	26	35	14.3
9910 Mine, Const'n and Rel Labourers nfd	0	0	0	3	0	3	3	18	24	12.5
9911 Mine Sup Wkrs and Driller's Assists	0	0	0	3	0	3	0	0	3	100.0
9912 Earthmoving Labourers	6	0	0	4	4	14	5	53	72	19.4
9913 Paving and Surfacing Labourers	0	0	0	3	0	3	0	26	29	10.3
9914 Survey Hands	3	0	0	0	0	3	0	5	8	37.5
9915 Railway Labourers	0	0	0	0	0	0	0	6	6	0.0
9916 Const'n and Plumber's Assistants	4	0	3	30	4	41	17	169	227	18.1
9917 Concreters	0	0	0	11	3	14	6	53	73	19.2
9918 Elect'l and Telecomm'n Trades Ass	0	0	0	6	0	6	0	16	22	27.3
9919 Oth Mine, Const'n and Rel Labourers	3	0	0	0	3	6	6	40	52	11.5
9920 Ag and Horticultural Labourers nfd	3	0	0	0	0	3	0	3	6	50.0
9921 Farm Hands	10	4	9	41	12	76	17	192	285	26.7
9922 Nursery and Garden Labourers	6	3	5	32	6	52	17	254	323	16.1
9929 Oth Ag and Horticultural Labourers	7	0	0	10	3	20	4	63	87	23.0
9930 Elem Food Prep'n and Rel Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
9931 Kitchenhands	55	27	26	87	66	261	187	1 820	2 268	11.5
9932 Fast Food Cooks	0	0	0	0	0	0	4	15	19	0.0

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9933 Food Trades Assistants	0	0	0	0	0	0	0	0	0	0.0
9990 Misc Labourers and Rel Wkrs nfd	0	0	0	0	0	0	0	0	0	0.0
9991 Garbage Collectors	0	0	0	4	0	4	0	22	26	15.4
9992 Freight and Furniture Handlers	0	0	0	3	0	3	0	7	10	30.0
9993 Handypersons	52	28	43	568	48	739	110	933	1 782	41.5
9999 Other Misc Labourers and Rel Wkrs	5	3	3	22	6	39	8	78	125	31.2
0998 Inadequately described	361	68	69	293	63	854	143	886	1 883	45.4
Not stated	219	56	40	36	18	369	164	413	946	39.0
Not applicable	–	–	–	–	–	–	–	–	–	–
Total	**27 9577**	**61 827**	**23 508**	**17 247**	**13 612**	**395 771**	**23 201**	**121 094**	**540 066**	**73.3**

Note: nfd – not further defined

Source: ABS, 1996 Census of population and housing

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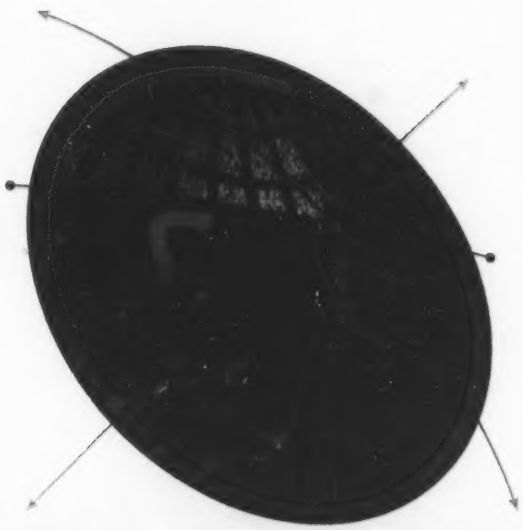

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